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ABSTRACT

An in-house market analysis was used to determine which resources in a small, private, liberal arts college influence prospective students to matriculate there. The purpose was to evaluate and improve the use of recruitment resources. The responses of inquirers, applicants (matriculating and nonmatriculating) and matriculators were compared on such factors as the perception of the college as compared to other colleges, recruitment procedures, and college literature. The prospects' college choice priorities were identified and a model developed to recruit students, using their priorities. The use of the findings by the admissions staff is discussed. It is concluded that marketing can help to clarify mission, enact a plan to carry it out effectively and satisfy clients, and communicate these efforts to current and prospective constituencies. (Author/MSE)

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The Role of Institutional Research in Recruitment Marketing at a Private, Liberal Arts College

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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the Twentieth Annual Forum of the Association for Institutional Research held at the Peachtree Plaza Hotel in Atlanta, Georgia, April 27 - May 1, 1980. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum papers.

Mary Corcoran
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Abstract

In order to evaluate and improve the utilization of recruitment resources, an in-house market analysis was employed to determine which resources influenced prospective students to matriculate to a small, private, liberal arts college. The responses of inquirers, applicants (matriculating and non-matriculating) and matriculators were compared on such factors as the perception of the college relative to other colleges, recruitment procedures, and college literature. The prospects' college choice priorities were identified and a model developed to recruit students utilizing their priorities. The use of the market research findings by the admissions staff is discussed.

The Role of Institutional Research In Recruitment Marketing at a Private, Liberal Arts College

Higher education in general and private liberal arts colleges in particular are confronted with numerous problems which, if encountered in business and industry, would be solved directly through marketing efforts. Changes in the major external forces of demography, economy, government, technology, and competition have a profound impact on colleges. To assure a viable future, colleges must solve many significant internal problems. Developing new programs, strengthening or eliminating weak ones, providing appropriate student services, recruiting new students, retaining enrolled students, and balancing annual budgets are crucial concerns for most colleges. A systematic approach to marketing can enable a college to increase substantially its understanding of the external environment. Likewise, it can provide an organized means of dealing with internal problems. Marketing has the potential of leading to logical internal changes so that a college can respond more effectively to its environment and the needs of its current and prospective students.

What is marketing? Philip Kotler (1975, p. 5), who has influenced many colleges and universities to adopt marketing strategies, defines it as follows:

> Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets.

Johnson (1979) describes marketing as both a science and an art. The scientific

part deals with the collection and analysis of data (marketing research). The artistic part is the interpretation of these data so that they become management tools for sound planning and decision making. Krachenberg (1972, p. 380) states that it is the activity of "uncovering specific needs, satisfying those needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right place and time." Stated succinctly, "the concept of marketing provides a means by which management can assess the degree to which the mission of the institution is in harmony with market interests" (Ihlanfeldt, 1980, p. 13).

Marketing is a complex management approach that can be overwhelming at first glance. However, as one studies marketing it quickly becomes evident that it is a logical, common sense approach to making an organization more responsive to conditions in the environment in which it exists, especially to the segments of society it serves or desires to serve. To be systematic, marketing plan should include at least three steps (CASC, 1978): 1) market identification and analysis, 2) program planning designed to satisfy the needs and interests of the target markets and, 3) communicating and selling the program to clients. It seems reasonable to add the fourth step of conducting regular evaluative research on the marketing efforts.

In the fall of 1976, Findlay College, a private, church-related liberal arts college located in northwest Ohio, was faced with an enrollment which had decreased by one-third since 1970. It was obvious that a new approach was necessary. In the Office of Institutional Research a major effort was undertaken to learn what perceptions of Findlay College prospective, new, and upperclass students held. There were numerous management and planning questions to be answered:

- Who are the students who decide to/not to attend Findlay College?

- Why do students choose to attend or not to attend Findlay College?
- Do faculty and staff agree on the institutional mission and goals?
- What is the image of Findlay College? Is it accurate?
- Is the College's literature attracting the right type of students?
- What are the College's real and/or perceived academic strengths and weaknesses?
- Does our financial aid program attract prospective students?
- Which social institutions (family, church, school) influence students to enroll in Findlay College?
- Who are the individuals who influence students to attend Findlay College?

To ascertain the answers to these questions and enable the institution to better develop a total marketing plan, various kinds of related research projects were carried out.

Method

During the summers and early falls of 1977 and 1978, the Office of Institutional Research, at the request of the Assistant to the President, conducted research evaluating some of the factors that influenced students to matriculate to Findlay College. With a cover letter written by the Director of Admissions describing the research as an evaluation of the effectiveness of the admissions process, surveys were distributed to three groups of applying and non-applying students. The first group was a random sample of 800 out of about 4,000 individuals inquiring about the Findlay College program but failing to complete application blanks (Inquirers). The second group was composed of all individuals who had completed an application blank and had been accepted by the first of June (Matriculators). During the fall of 1977 the matriculating group consisted only of the four-year, liberal arts students taking the required Freshman Seminar. However, for the fall term of 1978, the two-year equestrian as well as the four-year liberal arts students were surveyed in their required courses.

The number of surveys distributed to each of the three groups and the number and percent of completed responses are recorded below. Two of the groups were further subdivided. In order to compare the responses of the applicants who matriculated with those who did not matriculate, the applicants surveys were discreetly coded in order to identify the respondents. Two different surveys were given to the 1977 and 1978 matriculators.

Number of Subjects

Group	Surveys Distributed	Surveys Returned	% Returned
Inquirers	800	132	16.5
Applicants	939	203	21.6
Matriculators		149	15.9
Non-matriculators		54	5.7
Matriculators	398	358	90.0
1977		158	44.1
1978		200	45.9
TOTAL	2,137	693	32.4

The percentage of the returned surveys from the Inquirers and Applicants was low relative to the matriculators. The Inquirers' and Matriculators' low rate of response was probably due to the fact that the surveys were long and there was no requirement to return the surveys. However, the surveys returned may have been completed by respondents who felt some affinity for Findlay College and thus were prime candidates for admission.

Materials

The surveys in this research were adapted from the two surveys utilized in the 1972-1975 Carleton College recruitment study (Sullivan & Liteen, 1976). Sullivan et all distributed to non-applicants a survey designed to determine the participants' demographic backgrounds, their sources of information about Carle-

ton, and the prospects' perceptions of Carleton. The second survey, mailed to accepted applicants, requested the respondents to evaluate the admissions process and to compare Carleton with their second choice college or the college they were planning to attend.

The Carleton surveys were adapted for this study so that the item evaluating the respondents' perception of Findlay College was similar for almost all groups (the item was removed from the 1978 Matriculators' survey). This modification was made to enable the researcher to more effectively evaluate the prospects' perceptions of Findlay College at the inquiring, applying, and matriculating phases of the recruitment process.

The Carleton non-applicant survey was distributed to the Findlay College 1977 and 1978 Inquirers and 1977 Matriculators. The only difference between the surveys given to these groups was that some questions were reworded on the 1977 Matriculator survey to determine factors influencing the respondent's decision to apply rather than not to apply.

The Carleton applicant survey with the perceptual item from the Inquirers' survey, was mailed to the 1977 and 1978 Applicants. The survey to the Applicants included an item designed to evaluate persons, programs and publications which were sources of information about the College. This source of information item was incorporated in order to compare the first and most important sources of information influencing matriculating and non-matriculating applicants.

In summary, the research was designed to identify factors influencing individuals to apply and to determine the primary and most important sources of information about the College. The groups from which this information was elicited were identified below.

Information	1977-78 Inquirers	1977-78 Applicants	Matriculators 1977	Matriculators 1978
Application Influences	X	X	X	
First Sources of Information		X		X
Most Important Sources of formation		X		X

Procedure

During the month of June a cover letter from the Director of Admissions and a return postage paid envelope were sent with the appropriate survey to the inquirers and the accepted applicants. During September the faculty teaching the required freshman courses distributed, collected and returned to the Office of Institutional Research the matriculators' surveys. The data from the surveys were loaded into the College's PDP 11/70 computer for analysis. The rank orders of the various factors influencing the application process and providing sources of information about the College were compared across groups.

Results

Factors Differentiating Findlay College from Other Colleges The students were requested to identify three factors from a list of 25 that most distinguished Findlay College from another college and which influenced their decision to apply (Matriculators and Applicants) or not to apply (Inquirers). The number of times each factor was identified was tallied and the rank order of the factor determined for the Inquirers, Applicants and 1977 Matriculators. In Table 1 the factors were ordered according to the ranks determined by the 1977 Matriculators (77 MAT). The rank orders for the 1977 and 1978 accepted Matriculators (77-78 MAT), the 1977 and 1978 accepted Non-matriculators (77-78 N-MAT) and the 1977 and 1978 Inquirers (77-78 INQ) are recorded for comparison.

(Insert Table 1 Here)

Table 1

Rank Order of Factors Differentiating Findlay College and Other Colleges by Recruitment Group

Factor	Rank Order			
	77 MAT	77&78 MAT	77&78 M-MAT	77&78 IND
Size	1	1	4	3
Departments & Majors of Interest	2	2	1	4
Varsity Athletics	3	8	8.5	9.5
Distance from Home	4	5	3	2
Financial Aid Offer	5	4	8.5	5
Student/Faculty Ratio	6	3	12.5	14.5
Individualized Majors	7	6	5.5	10.5
Career/Preparation Opportunity	8	9	8.5	10.5
Academic Quality	9	11	5.5	6
Social Atmosphere	10	10	8.5	17
Quality of Faculty	11	7	12.5	23.5
No Application Fee	12	16	12.5	23.5
Church Affiliation	13	19	19.5	8
Urban/Rural Location	14	14	15.5	18
Cost	16	14	2	1
Geographical Location	16	14	15.5	7
Off-Campus Study Program	16	17	19.5	18
Admission Process	19	12	17	18
Racial/Ethnic Diversity	19	22	23	18
Graduate/Acceptance Rate	19	24	19.5	18
Policy on Student Cars	21.5	22	19.5	14.5
Computer Facilities	21.5	22	23	21.5
Diversity of Residential Options	23.5	19	12.5	10.5
Cultural Opportunities	23.5	19	23	13

Kendall's tau was computed for all possible rank order pairings and the significance of tau determined.

(Insert Table 2 Here)

What is apparent from the correlations was that while all the correlations were significant beyond the .05 level, groups closer to one another in the decision making process had higher agreement in the factor ranks. For example, the size of the college was of prime importance for the matriculating students but the cost was of primary concern for those who did not matriculate. Thus, a comparison of the ranks across the four groups provided insight into the differing needs of the individuals who did or did not apply or matriculate.

Sources of Information about Findlay College The accepted and 1978 matriculating students were asked to indicate which of 18 sources of information was the first source from which they learned about the College and then identify the most important source of information which influenced them to apply. A 19th source of information was added to the 1978 Matriculator survey because preliminary analysis of the 1978 Applicants' responses indicated that a number of students were listing the magazine advertisements of the College's new Equestrian program as "other" sources of information. Therefore, "equestrian magazine advertisements" was added as a 19th item for the 1978 Matriculators' survey.

A rank ordering of the first sources of information for each of the three groups enables one to evaluate the consistency in how the various groups heard about Findlay College. The rank orders recorded below in Table 3 suggested that the four year liberal arts matriculators first learn about the college from their friends. The equestrian students learned about our one-year old equestrian program from magazines while the non-matriculators heard about us initially from their high school guidance counselors, friends, and Findlay College students. Kendall's tau correlations between the three possible pairings of the group rank orders were significant beyond the .01 level and suggested a significant level of

Table 2

Recruitment Group

Rank Order Correlations

	77 MAT	77-78 MAT	77-78 N-MAT	77-78 INQ
77 Mat	-	.71	.64	.32
77-78 Mat		-	.61	.34
77-78 N-Mat			-	.53

consistency in the initial sources of information about Findlay.

(Insert Table 3 Here)

A comparison of the rank ordering of the most important sources of information which influenced students to apply to Findlay strongly indicated the importance of the campus visit. However, the matriculating 1978 students were next influenced by the faculty and significant others such as friends and parents. For the non-matriculating students, there seemed to be no strong secondary sources of information influencing the student. A college guide, other, the viewbook, and a high school counselor tied as the next most important sources of information after the campus visit. In short, there appeared to be no significant others influencing non-matriculating persons to attend the College.

(Insert Table 4 Here)

Kendall's tau correlations between the three possible pairings of the group responses to the most important sources of information were significant beyond the .01 level except for the correlation between the 1978 Matriculators and the accepted Non-matriculators which was significant at the .05 level ($\tau = .38$, $z = 2.223$). The lower correlations between the 1978 Matriculators and the accepted Non-matriculators reflects the difference in the rank ordering of the important sources of information identified by the two groups.

Discussion

The results of the research described in the previous section have led to many significant and successful changes in Findlay's recruitment marketing plan. The use of marketing research information not only helped to identify problems but also to provide direction in finding solutions to them.

Table 3

Rank Order of the First Source of Information

About Findlay College by Recruitment Group

Source	Rank Order		
	78 MAT	77&78 MAT	77&78 N-MAT
Friend	1	2	2.5
Equestrian Magazine Ad	2	-	-
High School Counselor	3	3	1
Parent	4	4	7
Findlay College Student	5	10	2.5
Other	6	1	4.5
Viewbook	7	6	7
Alumnus	8.5	7	4.5
College Guide	8.5	7	12.5
Coaches	10	7	7
Talk with Admissions Representative at High School	12	9	9.5
Faculty	12	13	16.5
High School Teacher	12	17	12.5
Talk with Admissions Representative at College Night	15	13	9.5
Campus Visit	15	13	12.5
Talk with Admissions Representative on Campus	15	17	12.5
Talk with Admissions Representative at College Fair	17.5	15.5	15.5
Minister	17.5	15	16.5
Talk with Admissions Representative at Church	19	17.5	16.5

Table 4

Rank Order of the Most Important Source of Information about Findlay College by Recruitment Group

Source	Rank Order		
	78 MAT	77&78 MAT	77&78 N-MAT
Campus Visit	1	1	1
Faculty	2	4	15.5
Friend	3	10	11.5
Parent	4	7	9.5
College Guide	5	13.5	3.5
Other	6.5	2	3.5
Viewbook	6.5	3	3.5
Equestrian Magazine Ad	8	-	-
High School Counselor	9.5	7	3.5
Coaches	9.5	7	7.5
Talk with Admissions Representative on Campus	11	5	9.5
Talk with Admissions Representative at College Night	12	13.5	15.5
Findlay College Student	13.5	9	7.5
High School Teacher	13.5	11.5	15.5
Alumnus	15	11.5	6
Talk with Admissions Representative at High School	16.5	15.5	11.5
Talk with Admissions Representative at College Fair	16.5	15.5	15.5
Talk with Admissions Representative at Church	18.5	17.5	15.5
Minister	18.5	17.5	15.5

Recruitment Guidelines The organization of the above findings into a form useful for recruitment was facilitated by Astin's (Astin, King & Richardson, 1978) study of the reasons why students entered midwestern colleges in the fall term of 1977. Astin et al found that the four most popular reasons students noted as very important in deciding to go to college were: 1) to be able to learn about things, 2) to be able to get a better job, 3) to gain a general education, and 4) to meet new and interesting people. The reason selected almost twice as often as the next most popular reason for selecting a particular college was because it had a good academic reputation. Thus, it appears that students go to college to get an education that they can use and to meet interesting, competent people who are able to help the students accomplish what they want to accomplish. Students go to a specific college based upon its academic reputation.

An analysis of the rank order of the sources of information about Findlay College suggests that the prospects first got interested in Findlay from people (parents, friends, respected individuals) that they knew. In discussing Findlay with these people and reading our literature (viewbook) they identified programs which they could use. The prospect may respect these people because she or he sees that they are getting out of life what the student perceives that she or he wants. In other words, these people are competent. The prospect may operate on the assumption that competent people recommend competent programs. If the prospect does not have friends and significant others recommending and supporting the decision to attend a particular college she or he is less likely to attend. The prospect confirms a program as relevant and practical if she or he meets faculty and students on campus whom they consider as competent. This conclusion is supported by the fact that students who matriculated to Findlay indicated that the primary factor in their decision was the campus visit followed

by the information given them by friends, faculty and parent(s). Those students who were accepted but who did not matriculate did not have the support of the significant others despite the fact that they indicated the campus visit as the prime factor in applying.

Harmonization of our market research with Astin's et al findings suggested the following factors influencing prospects to apply to Findlay College. Their primary reasons for attending would be to

1) Maintain and increase their valued social contacts. They would continue to maintain contact with their significant others and make friends with interesting and competent people,
2) acquire an education that would be pragmatic in that it would help them obtain what they wanted out of life,
3) attend a quality institution with a good academic reputation.

The degree to which each of the above factors contributes to Findlay College positioning itself in the market place relative to the area public and private institutions was reflected in the rank order of the factors which differentiated Findlay College (Table 1) and influenced the matriculators to come and the inquirers not to pursue applying to Findlay. It appeared that the small size of the college, having departments and majors of interest, involved in a strong varsity athletic program were the top three factors of interest to the matriculators. These three factors can be easily related to the first two reasons to attend Findlay College. The factor related to academic quality was ranked ninth.

Differentiating factors which influenced the Inquiring prospects not to apply were the cost of a private education, the distance from home, our size, and that we did not have the departments and majors of interest to them. The Inquirers also placed more emphasis upon academic quality ranking it in sixth place as opposed to the matriculators who ranked it in ninth place.

In summary, it is apparent that Findlay serves a market of individuals who can afford or obtain scholarships to afford a private college education, who prefer an intimate campus, and who can utilize the type of educational skills taught. It is also apparent that the college does not have the academic reputation that might increase our inquirer to matriculator yield. This research and the more detailed research describing the characteristics of those who did and did not apply has been utilized and further updated to assist the College to better position itself for the decade of the eighties.

Statistics showed that the major problem was that even though the number of inquiries had been increasing over the years the number of applications was decreasing. Even worse, the proportion of accepted applicants matriculating was decreasing. The first step was to develop a general marketing strategy that would establish a kind of philosophical tone for attacking the problem systematically. The Interest Based Recruitment System developed out of this planning. The research indicated that size and personal attention were important factors attracting students to the College. The basic idea of the system is to provide personal attention to the prospective student who has expressed an interest in Findlay College. Every aspect of recruitment was examined and personalized where possible. Faculty, current students, and administrators write and/or telephone the prospective student throughout the recruitment process. The purpose is to provide sincere information about the College so that the student can make a wise decision about enrolling in Findlay. The student is encouraged to visit the campus at least once, but many visit often for special interest events such as a Chemistry Bowl, Computer Games, cultural and athletic events. While this kind of attention cannot be provided to the thousands of inquirers each year it can be provided to each applicant. To generate more applications the application fee was eliminated.

Since the research indicated that a prospective student was more likely to

enroll if he or she developed a significant relationship with one or more individuals at Findlay College, this became a major objective of the Interest Based Recruitment System. Consequently, the role of the admissions counselor changed drastically. Instead of being primarily responsible for generating interest in the College, the job has become one of working with the student who had already expressed his or her interest. For example, in the primary recruitment area most of the visits are made to high schools which have at least one student who has had some previous contact with the college. The counselor is responsible for interviewing the student to learn of his or her specific interests and needs. As a facilitator, he then attempts to develop appropriate relationships between the student and a faculty member, or perhaps a varsity coach, or the financial aid director, or a Findlay student, or whomever can best assist the student in determining how Findlay College can meet his or her educational goals. Subsequent research surveying newly enrolled students shows that this effort has been worthwhile.

Findlay's recruitment literature, according to the initial marketing research, had little impact on generating student interest. Major changes were required. The catalog was used as an in-house document instead of a recruitment publication. It is sent to a student upon receipt of his or her application. All departmental (major) brochures were eliminated. A viewbook covering all facets of Findlay College was designed to serve as the major recruitment document. Also, it was decided that the viewbook should portray an image that would help position Findlay College in the minds of its various publics. For four years the theme of the viewbook has been: "It's Great To Be A Big Fish In A Small College." Market research has shown that students, parents, and high school personnel identify this image with Findlay. Because of its effectiveness, the viewbook has received national acclaim. Perhaps the most positive spinoff of the viewbook is the impact it has had internally. Faculty, staff, and students

discuss ways to improve the institution to offer students more personalized ("big fish") treatment. Various efforts have been undertaken to encourage administrative staff and faculty to consider the student as a client.

With College personnel involved in follow-up recruitment activities, how do students learn of Findlay College? About 74 percent of the new students come from within the primary recruitment area. Most of them have had previous involvement with the College. Some have attended high school athletic tournaments on campus, others have been in various summer camps held at Findlay, many have participated in workshops for theater, art, foreign languages, and computer games. They read about the College in their local newspapers and quite often know students who are attending. Thus, many students are aware of Findlay through general public relations activities. The marketing research has helped us to realize that the viewbook, posters, college guides and specialized advertising are the best means of generating student interest.

The market analysis conducted in 1977-78 showed dramatically that Findlay College was losing a high percentage of the top academic applicants. Many of those who withdrew their applications decided to attend another institution for one or both of the following reasons: 1) they received a better financial aid package from another private college or chose a state supported institution because of the lower tuition, and 2) they perceived the other institution as being of higher academic quality.

This information brought about changes internally in the financial aid policy and externally in communicating and selling financial aid. The new policy was designed to attract students with higher academic credentials. Scholarships for valedictorians and salutatorians were instituted. Prospective students and parents were encouraged to apply for aid and promised that Findlay would meet the officially determined need factor if the application was received by April 1.

Once a student receives an aid award he or she is telephoned by an admissions or financial aid counselor to see if the student or parents have any questions. Throughout the application process the value of a Findlay College education is emphasized.

Various means were devised to improve the adademic image of the College. Each faculty member was encouraged to build rapport with high school teachers, offer special on-campus programs for top notch students, and undertake personalized follow-up with every applicant who expresses an interest in his or her respective department. During the campus visit the applicant meets with faculty and current students and sits in one or more classes. Again the research shows that the College has improved its image through these efforts. It means, too, that faculty have become more aware of and responsive to the needs of students. For example, an honors program for those students who need and want greater academic challenge was initiated. A supporting skills system for students who need to improve basic academic skills is being developed.

Market analysis indicated that the overwhelming majority of Findlay's prospective students are interested in pursuing a career immediately after graduation. Although this is in line with the mission of the College, this information has led to some important changes. The viewbook contains a section which focuses on the career successes of some recent graduates. New combinations of academic programs have been designed to make the Findlay graduate more marketable. The purchase of a new computer system was justified partially because it would provide students in some majors with a working knowledge of computers so that they would be more employable. Likewise, the services of career counseling and placement have been expanded greatly.

Prospective students reported that their parents were influential in their decisions to attend or not to attend Findlay College. For this reason several recruitment programs are designed for the parents of current students. These

are held in various central locations in the primary market. Parents are encouraged to visit the campus with their college-bound children. Orientation programs are held in the summer to enable parents to participate also.

These are some of the positive internal and external changes and responses that came about at Findlay College as a result of marketing research. However, the research led to some difficult and disheartening decisions as well. Without major investments of resources it became obvious that Findlay could not attract enough music majors to justify maintaining the music program. The competition was too great for the small number of high school graduates interested in music. Thus, in the spring of 1979, the music major was eliminated.

Perhaps the most important aspect of the marketing research and the development of recruitment strategies based on the research results is the spinoff effect it has had internally on faculty and staff. It has helped the College community to clarify its mission and goals. The Planning Committee has been able to suggest valid approaches to operationalize the mission and goals. Many people, faculty and staff, are much more aware of what the College is and who the students are. More and more the student is being treated as a client.

Marketing and retention task forces have been established as integral parts of the College's ongoing planning system. When new programs are suggested they are examined to determine their marketability and cost. In addition, through the example of recruitment marketing, the College is beginning to deal more effectively with its other publics; i.e. alumni, current and prospective donors, and parents of prospective and current students.

The research has shown that there are possible markets that can be developed more effectively. New recruitment programs are being planned to recruit more students from Findlay's sponsoring church, to attract more two-year college graduates, and to enroll more children of alumni.

Conclusion

All of the decisions discussed above were made as a result of marketing research. Some were rather subjective. Nonetheless, it has become evident that an organized, logical, research-supported marketing system can lead to appropriate planning. Luck need not be the primary ingredient. Through marketing research the institutional researcher can assist with sound management and informed decision making. As the small, private, liberal arts college confronts the future of enrollment and fiscal uncertainties, it is reassuring to realize that marketing can help to clarify mission, enact a plan to carry it out effectively and satisfy its clients, and to communicate these efforts to current and prospective constituencies.

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